**The Whole School Success Partnership Professional Learning Community Meeting Structure**

**Responsibilities** (Rotate regularly)

1. Facilitator

**Before meeting:** sends reminder to PLC members re: date, time, and necessary materials

**During meeting:** keeps PLC moving forward through the protocol

1. Recorder

**During meeting**: completes PLC Documentation form, collects teacher action plans, and records any notes PLC would like to keep internally

**After meeting:** sends completed PLC Documentation Form and revised Teacher Action Plans to Shannon and building principal

1. Timekeeper

**During meeting**: keeps group on time for their scheduled meeting time

1. Norm Monitor

**During meeting:** observes how PLC members attend to group norms and reports to PLC at end of meeting

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| **Meeting Segment** | **Process** | **Time** |
| Introduction | * Each person has an opportunity to switch gears and get ready to collaborate with peers. Any venting to allow PLC members to clear the air from the day’s frustrations is appropriate and should not be recorded. * Agree on aims of the meeting and get ready to focus. * Revisit group norms. | 5-10 minutes |
| Action Plan Reports | Each participant gives a summary of implementation of their previous month’s action plan and includes the following information:   * What change did you make? * What evidence did you collect? * What feedback did you receive from an observer (if you had one)? * What are you going to do next? * What questions do you still have?   Discussion with PLC members:   * Do PLC members have any comments or advice? * Is there anything the presenting teacher is still struggling with? | 30-50 minutes |

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| New Learning | Choose a formative assessment strategy to focus on for the next month.   * Clarifying, sharing, and understanding learning intentions and criteria for success. * Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning. * Providing feedback that moves learning forward. * Activating learners as instructional resources for one another. * Activating learning as the owners of their own learning.   Choose an action for your PLC to participate in as your new learning.   * Read an article about an instructional strategy or formative assessment strategy. * Read a chapter in *Embedded Formative Assessment* or another resource. * Revise an assessment on an existing learning progression to better get at student understanding. * Look at student work in order to better understand another teacher’s problem of practice. | 25-40 minutes |
| Individual Personal Action Planning | Each teacher revises action plan to reflect instructional focus for the next month. | 5-10 minutes |
| Review of meeting and reflection | * Share instructional actions for the next month, invite PLC members to observations if feasible (including pre-observation and post-observation meetings), and discuss the support needed from PLC members. * Report out by norm monitor. * Review goal(s) of meeting and agree on topic and roles for next meeting. * Recorder sends copies of meeting notes, PLC Documentation form and revised action plans to Shannon (to ensure payment for PLC time) and to your building principal. | 10-15 minutes |